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STRAIT

Education in **TAIWAN**

FORMOSA

by Abul H.K. Sassani
Specialist in Comparative Education
Near East, Far East, and Africa
Division of International Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Marion B. Folsom, Secretary

Office of Education Samuel Miller Brownell, Commissioner

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Foreword

EDUKATION IN TAIWAN (Formosa) is based mostly on official reports of the Ministry of Education published in Taiwan, including other official and private reports which are not yet published. The text has been supplemented with additional data and information obtained from other official sources and through interviews with Chinese educators who have visited the author's office in Washington.

This bulletin attempts to give a brief picture of the educational system in Taiwan at the present time. In presenting this information, both time and space should be taken into consideration. Traditions, ideas, or principles underlying the present educational system in Taiwan are similar to those which existed in the Chinese mainland prior to the Communist regime. In addition, most of the teachers, educators, and other school authorities in Taiwan who are responsible for the conduct of education in that country are products of the rich traditions and the culture of China. Education on the island also owes a debt to the Japanese whose occupation ended with the liberation of Formosa. Among the nations of the world, China has had one of the longest histories; many centuries of tradition and important political and social upheavals have caused many changes both in methodology and curricula. Western and other foreign impacts have also influenced Chinese education. The American influence through Christian missionary activities in the field of education has been important.

While the data include certain information needed by school authorities in dealing with student transfers, it is hoped that the scope of the material presented is comprehensive enough to be useful to scholars in the field of comparative education and others who are actively engaged in international educational affairs in official or private capacity.

OLIVER J. CALDWELL,

Assistant Commissioner for International Education.

BESS GOODYKOONTZ,

Director, International Educational Relations.

Education in Taiwan

(Formosa)

Taiwan and Her People

Taiwan, or Free China, which is better known in the United States by its Portuguese name, Formosa, is a beautiful island located in the western Pacific, less than 100 miles east of the South China coast. Taiwan is about 240 miles in length and 90 miles at the greatest width. It has an area of about 14,000 square miles, a little larger than the States of Connecticut and Vermont combined. There are 5 municipalities and 16 (hsien) counties. In addition to the main island, Taiwan Province includes 13 islands in the Taiwan group and 63 in the Penghu group, also known as the Pescadores.

Taiwan was an integral part of the Chinese Empire in ancient times. The Portuguese, Spanish, and Dutch made attempts to colonize the island at the end of the 16th century and the early part of the 17th century. However, in the latter part of the 17th century, Manchu rule was extended from the China mainland to Taiwan and that rule continued for some 200 years. After the Sino-Japanese War of 1894-95, the island was ceded to Japan and remained a Japanese colony until 1945. In 1945, after World War II, the island again became a Chinese province. When the National Government withdrew from the China mainland in 1949-50, Taipei became the capital of Free China. This capital city is located at the northern end (see map) of the island, 18 miles inland from Keelung, which is the main northern port.

The country is largely agricultural with rice and sugar being its most valuable products for export. The island is also rich in trees of economic importance, the chief source of natural camphor, half of the world's supply being distilled there. A high grade of tea is also grown in the country. Pineapples are canned on a large scale, only Hawaii and Malaya exceeding Formosa's export in volume. Bananas and lumber are also exported. The other products include sweet potatoes, peanuts, citronella, citrus fruits, and vegetables. Manufacturing industries in general are small and many of them are old. The island has a large oil refinery and some textile mills.

Climate.—The climate is subtropical with the highest temperature registered at 100.4° F. From May through September, the tempera-

ture is somewhat hot and humid. Humidity is high throughout most of the year. The summer season, comparatively long but usually breezy, lasts from May to September, while the winter season, short and mild, extends from December to February. Rainfall is heavy in the north. The average rainfall is approximately 100 inches for the island. The typhoon season extends from May until October and is at its height during July and August. Situated in the seismic zone of the Pacific, Taiwan is subject to numerous earthquakes, most of which are hardly noticeable.

People.—According to the latest census (October 1954), Taiwan has an estimated population of 8,438,016, not including the members of the armed forces on active duty. Of this total, 4,326,708 are males and 4,111,308 females; the birth rate is recorded at 4.439 percent and the death rate at 0.925 percent. The populations in the chief cities are as follows: Taipei (capital), 662,380; Taichung, 228,154; Tainan, 261,700; Keelung, 182,297; and Kaohsiung, 329,790 (see map).

A majority of the population, estimated at 7,000,000 are native Taiwanese. These Taiwanese with the exception of 150,000 aborigines are the descendants of mainland Chinese who migrated hundreds of years ago from the coast of Fukien and Kwangtung. Despite 50 years of Japanese rule, 95 percent of the population remains Chinese. The early settlers from Kwangtung were the Hakkas, a frontier people; the migrants from Fukien were called Puntis. The aborigines are found for the most part on the eastern side of Taiwan. These aborigines comprise a large number of tribes, some with Indonesian characteristics, and speak languages of the Malayo-Polynesian group of tongues. The native Taiwanese speak mostly a dialect which is related to that of Amoy. Since 1949, Mandarin has replaced the Japanese language in the schools. As a result of long Japanese occupation, most adults speak Japanese as a second language. The principal religions or beliefs are: Confucianism, Buddhism, Taoism, and Christianity.

The Taiwanese often dress in western style clothes, but many of the mainland Chinese adhere to their traditional costume.

Health conditions.—Like many countries in Asia, Taiwan does not conform with all western ideas of sanitation. Therefore, in order to guard one's health, one avoids drinking unboiled water and eating raw foods. A number of other safeguards are taken, and such precautions as are necessary soon become habitual. The city of Taipei has a municipal water supply, a sewerage system in some parts of the city, a health department, and conditions in general are controlled to such an extent that no widespread epidemics have occurred in recent years. Attacks of mild dysentery, however, are common among American personnel. In some parts of the island, tuberculosis, trachoma, and malaria are commonly found; and in certain districts

children are not allowed to go barefooted, because of the possibility of contracting hookworm.

Taiwan Under Japanese Rule

Formosa was under the Japanese from 1895 to 1945. During this period the island was developed into an important military and naval base, and also as an important source of foodstuffs and other raw materials for the homeland. As a new colonial power, the Japanese at that time were eager to make their venture a success not only for profit, but also to gain repute among other colonizing powers. Under the supervision of the Ministry of Home Affairs, Formosa was set up as an integral part of the Imperial Japanese Government. Under a highly centralized administration, the Japanese Government had adopted a policy of "Japanization" of the Formosan Chinese. This program was intensified after the outbreak of war with China in 1937. Measures were adopted to encourage the use of the Japanese language and to discourage the use of local Chinese dialects.

A school system which was very similar to that of the Japanese both in content and organization, from elementary school through an Imperial university located at Taipai, was organized. In all the schools the Japanese language was made the medium of instruction; even the newspapers were published in Japanese. Generally, the educational policy adopted for the island had as its major purpose the inculcation in the people of a loyalty to the Japanese Government. The Taiwanese children could study their own written language only at home in small groups and after school hours, but they did not have much incentive to do this, because even the weekly newspapers were in Japanese. According to available accounts, under an effective school system established by the Japanese, about 80 percent of Taiwanese could read and write. Under the Japanese occupation, Taiwanese also learned what can be accomplished toward increasing productive power and improving standards of living through large-scale, efficiently conducted, systematic, and cooperative efforts.

Historical Background

For two thousand years, the structure of the Chinese Government was based on the basic teachings of Confucius and Mencious. Confucius has been held in reverence by every student and is always considered as the Teacher of the Teachers. His birthday on September 28, has been proclaimed by the Government as the Teacher Day.

In the earlier days, the Government took no part in education, but held examinations on the basis of Confucian writings. Only those who were qualified from the District, Provincial, and Central Examination could become chancellors, cabinet ministers, governors, and magistrates. As a result, only scholars could attain honor and

fame. The examinations were open to everyone. Dynasties changed, but the examination system was maintained. In a way, this may have been one of the reasons for the continuity of the Chinese history and language. Education on classical lines in China was as old as Chinese history, but the development of modern education is comparatively recent.

As a result of military defeat in the hands of the Western powers at the end of the nineteenth century, China began to wonder whether there was something wrong with her educational system, particularly the examination system. This old system was discontinued in 1905 and the modern educational system modeled after the American system was introduced. Chinese students educated abroad and foreign missionaries in China made further efforts to strengthen the new educational system. At the same time, the Chinese Government took an active part in the field of education. With the advent of the Republic in 1912, the educational system of China underwent some fundamental revisions, and for another decade continued to adjust itself to the existing problems in China.

The organization of a national authority of educational administration was for the first time provided in the law on the organization of the Ministry of Education in the first year of the Republic, 1912.¹ The organization of the Ministry of Education as it stands today is largely based on a combination of revised Organic Laws enacted and amended since 1912.

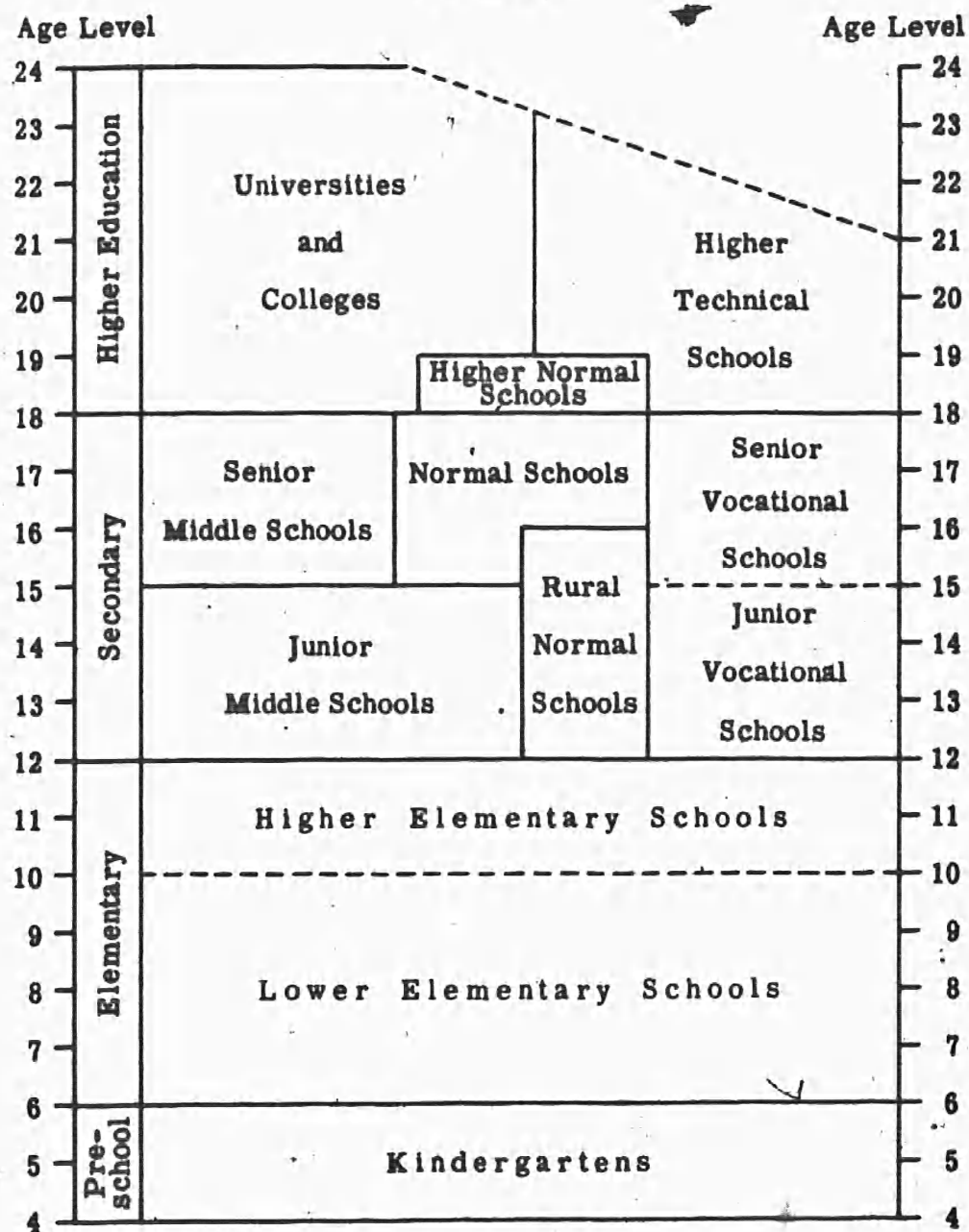
When the National Government of China established itself in Formosa in December 1949, the political system that was put into operation followed generally the pattern that had been evolved on the mainland. For purposes of local administration, the island has now been reorganized into five independent municipalities and 16 counties (hsien). The councils of these 21 units of local administration are to be elected by secret ballot. These councils are in turn to elect the members of the Provincial Assembly.

[In the field of education, the task of the Provincial Government has been to convert a Japanese system of education with a curriculum conducted in the Japanese language into a Chinese system.] It was necessary to replace the Japanese teaching staffs largely with instructors from the mainland, for there were Taiwanese who customarily used the dialects of south China as their spoken medium and were incapable of using standard Chinese (Mandarin) as a literary medium. However, the officials did not have to start entirely from scratch, since elementary education under Japanese rule had been almost universal and the Japanese written language was based on

¹ Wang Shih-Chien, Minister of Education. *Education in China*, Report from the Chinese Year Book, 1946-47.

CHART 1

Organization of elementary, secondary, and higher education in Taiwan
(Formosa)



Chinese characters. Therefore, the Taiwanese students were at the outset familiar with the Chinese ideographs, though they pronounced them differently. [Authorities faced another important problem in reorienting students from an essentially Japanese to a Chinese point of view.]

¹ Ballantine, Joseph W. *Formosa, a problem for United States foreign policy*. Washington, D. C. The Brookings Institution, 1952.

Primary or Elementary Education

Education is free in all elementary schools and is made compulsory for children of school age (6 to 12). In elementary schools, textbooks are supplied by the Government. In 1954, 90.83 percent of the children of elementary school age attended school, as compared to 87.75 percent in the fall semester of 1953.¹

The official thought and policy concerning the present-day Chinese education may be found in Chapter II, Article 21; and Chapter XIII, Section 5, Articles 158-169 of the Constitution of the Republic of China, adopted by the National Assembly on December 25, 1946, and promulgated the following year. To any study of contemporary China, it would be very important to have an idea of what this Constitution provides for the education of the people. The articles which deal exclusively with education are therefore quoted here:

CHAPTER II. RIGHTS AND OBLIGATIONS OF PEOPLE

Article 21. The people shall have the right as well as the obligation to receive public education.

CHAPTER XIII. FUNDAMENTAL NATIONAL POLICIES

Section 5. EDUCATION AND CULTURE

Article 158. The nation's educational and cultural services shall have as their aim the development among the citizens of national characteristics, democratic spirit, traditional morality, good physique, scientific knowledge, and the ability to earn a living.

Article 159. All citizens shall have an equal opportunity to receive education.

Article 160. All children of school age, to wit, those from 6 to 12 years old, shall receive free primary education. Those from poor families shall be supplied with textbooks at the expense of the Government.

All citizens above school age who have not received primary education shall receive such education free of charge and shall likewise be supplied with textbooks at the expense of the Government.

Article 161. The National, provincial, and local governments shall create scholarships to assist students of good scholastic standing and of exemplary conduct who lack the means to continue their school education.

Article 162. All public and private educational and cultural institutions in the country shall, in accordance with law, be subject to State supervision.

Article 163. The State shall pay due attention to the balanced development of education in different regions and shall promote social education in order to raise the cultural standard of the citizens in general. The National Treasury shall give cash grants to border regions and economically poor areas to help them meet their educational and cultural expenses. The Central Government itself may undertake the more important educational and cultural enterprises in such regions or give them financial assistance.

¹ Official press release, "Formosa in 1954," Chinese Embassy, Washington, D. C.

Article 164. Expenditures for educational programs, scientific studies, and cultural services shall be, in respect of the Central Government, not less than 15 percent of the total national budget; in respect of the provinces, not less than 25 percent of the total provincial budget; and in respect to the municipalities or hsien, not less than 35 percent of the total municipal or hsien budget. Educational and cultural foundations established in accordance with the law shall, together with their property, be protected.

Article 165. The State shall safeguard the livelihood of those who work in the fields of education, sciences, and art, and shall, in accordance with the development of the national economy, increase their remuneration from time to time.

Article 166. The State shall encourage scientific discoveries and inventions.

Article 167. The State shall give encouragement or subsidies to the following enterprises or individuals:

- (1) Private educational enterprises in the country which have a good record;
- (2) Chinese educational enterprises abroad which have a good record;
- (3) Persons who have made discoveries or inventions in the fields of learning and technology;
- (4) Persons who have rendered long and meritorious service to the cause of education.

Article 169. The State shall positively undertake and foster the development of education, cultural services, . . . for the benefit of racial groups in the border regions.

Because of the increasing demand for preschool education in recent years, the Ministry of Education is establishing kindergartens or nursery-infant schools as part of the elementary school system. A study of the curriculum, organization, and equipment of kindergartens is now underway by the Educational Research Council.⁴ Steps are being taken to provide training for nursery teachers.

Taiwan Province is divided into 1,248 school districts, in accordance with the geographical environment and the density of population. According to the new policy, children 6 years of age should enroll in the school in their neighborhood.

The number of children attending school in Taiwan and Kinmen in 1954 was 1,147,185 of whom 1,139,960 are in Taiwan. The following table shows the number of schools and school children (including Penghu and Kinmen) in 1953 and 1954.

TABLE 1.—*Number of children of school age attending schools and number of elementary schools*¹

<i>Academic year</i>	<i>Number of elementary schools</i>	<i>Enrollment</i>
1953.....	1, 371	1, 057, 148
1954.....	1, 411	1, 147, 185

¹ Statistics in the table were released by Chang Chi-Yun, Minister of Education. "Education in Free China" address delivered Oct. 21, 1954. Published by China Culture Publishing Foundation, Taipei, 1954

⁴ The Educational Research Council which has 40 members started in September 1954 and has been organized for the purpose of studying general and special educational problems in Taiwan.

The capital city of Taipei, where in 1953 the number of children attending school constituted 98 percent of all the children of school age, had the highest attendance record, while Penghu, with a ratio of 79 percent, had the lowest. The average attendance for the whole of Taiwan is 89 percent. An association similar in function to that of the Parent-Teacher Association and known as "Mother-Sister Association" has been started. It is the hope of the Ministry that the Association will result in securing a strong link between home and school and that the parents will become conscious of the responsibilities they share with the teachers.

Program of Studies in Elementary Schools

The aims of elementary education are to emphasize the cultivation of citizenship, to develop healthy habits, and to acquire knowledge and skill for making a living. The typical elementary school in China offers a 6-year program, the first 4 years of which constitute the lower school, the last 2, the higher school. (See chart organization of elementary education.) The subjects offered and the time allotted for each course are given in tables 2 and 3.

There has been a slight revision in the program of studies in the elementary schools since 1949, when the National Government moved to Taiwan. (See table 2.) Table 3 gives the courses offered and the time allowed for each course in the elementary schools on the mainland from 1942 to the time of the Communist occupation. The teaching periods vary from 30 to 60 minutes in length. The total teaching and learning periods for each grade are given in both tables as averages. It is understood that each school may adjust its time to community needs by adding to or subtracting from the total teaching and learning periods within a range of something like 90 minutes.

TABLE 2.—*Elementary school curriculum (revised)*

Subject	Minutes a week, by year		
	1st and 2d year	3d and 4th year	5th and 6th year
1	2	3	4
Training for citizenship.....	120	120	120
Music.....	180	90	90
Physical education.....		120	120
Chinese language.....	420	450	450
Arithmetic.....		180	210
Common useful knowledge: Civics, history, geography.....	150	180	180
Natural science.....			120
Workshop:			
Arts.....		90	90
Workshop.....		90	90
Extracurricular activities.....	120	120	120
Total.....	990	1,470	1,620

TABLE 3.—*Program of studies for the 6-year elementary school*

Subject	Minutes a week, by year					
	I	II	III	IV	V	VI
1	2	3	4	5	6	7
Chinese.....	300	300	300	300	300	300
Social studies.....	90	90	120	120	180	180
Natural sciences.....	90	90	120	120	150	150
Mathematics.....	60	150	180	240	210	210
Civics.....	60	60	60	60	60	60
Hygiene.....	60	60	60	60	60	60
Physical education.....	150	150	180	180	180	180
Manual training.....	90	90	120	120	150	150
Drawing.....	90	90	90	90	90	90
Music.....	90	90	90	90	90	90
Total.....	1, 170	1, 260	1, 380	1, 440	1, 560	1, 560

Secondary Education

The establishment of secondary schools in China began a little over 80 years ago in the third quarter of the nineteenth century. After the abolition of the old examination system and the introduction of a new educational system toward the end of the century, public secondary schools rose rapidly in different provinces. Many of the old academies of different prefectures and districts were turned into secondary or middle schools. In 1932, the National Government promulgated the Law on Middle Schools. The regulations for each class of secondary schools were issued by the Ministry of Education in 1933, and there have been several revisions since then.

The term "middle school" includes both junior and senior grades. When established singly, the school is called the junior or senior middle



Cooking class in the Taipei First Girls Middle School.

school, according to its standing; when established together, it is simply called the middle school. There are chiefly two kinds of middle schools, public and private; the former may be provincial, municipal, or district. Generally, public middle schools are mostly provincial. Private middle schools are established and provided for by private corporations or individuals. The middle schools established by foreign missionary and religious organizations are classified as private. According to the regulations of the Ministry of Education, the provincial commissioners of education and bureaus of education in municipalities exercise control on the management of private middle schools. On the mainland, as a whole, Chinese secondary schools were permitted to develop in areas which were best able to support them without consideration of geographic location. Nevertheless, since the wealthy trade centers of China were largely started on the coastal areas and along the navigable water routes, these areas quickly developed secondary schools, whereas the inland areas or provinces which lacked communications were not as successful in building secondary schools in large numbers. Taiwan has had similar difficulty for the same reason, but the Ministry of Education has attempted with some success to remedy the situation. The policy has been to divide the provinces into secondary school districts based upon such criteria as population, transportation facilities, and financial resources, including local cultural factors.

The entrance requirement for the junior middle school is graduation from the elementary school. Graduation from the junior middle



Chemistry class in the Taipei First Girls Middle School.



A number of classrooms in the new classroom buildings at Taiwan University have theater seating arrangements.

school is in turn an entrance requirement for the senior middle school. The senior and the junior middle schools cover a period of 3 years each. The course of study in the junior middle school includes civics, Chinese, English language, history, geography, mathematics, physics, chemistry, zoology, botany, hygiene, drawing, music, manual work, physical education, and scout work. The course of study in the senior middle school includes civics, Chinese, English language, Chinese history, foreign geography, logic, mathematics, physics, chemistry, biology, physical education, military training, for girls military first aid, drawing, and music.

The weekly schedules of instruction of the junior and the senior middle schools have been modified and revised following the revisions of the regulations. All subjects of the senior and the junior middle schools are regularized by the Ministry of Education, and there is a standard for each subject to which all teachers must conform. The standardization of the subjects of teaching is the result of a process of gradual growth, beginning with the prescription of the essentials of instruction for every subject of the middle school in the years before the Republic and has continued ever since. Secondary education of the 6-year system is considered as a preparation for career and higher education.

In the recent years, some Chinese educators have been of the opinion that the system requiring 3 years of junior and 3 years of senior middle school should be replaced with a system allotting 4 years to junior middle school and 2 years to senior middle school. The curriculum of the first 4 years would be devoted exclusively to general



In the "pilot" community school at Chutung, students engage in seminars and debates on the subjects under study. Previously, the lecture method was utilized throughout all schools, with little active participation by students in classrooms.

training and the next 2 years would offer more specialized subjects. These last 2 years would be divided into 2 groups: one for liberal arts and the other for science which would depend on both the aptitude and the needs of individual students. This plan has been tried out on an experimental basis since August 1950, when the middle school attached to the Taiwan Provincial Teachers College and the Provincial Chiagi Girls' Middle School were asked by the Ministry of Education to conduct this experiment.

The Program of Studies in the Middle or Secondary Schools

As stated, the program of studies in the secondary school has undergone several revisions in recent years. The latest revision was made in March 1947 when the Ministry of Education adopted a standard curriculum for secondary schools. The scope and the aim of each subject were defined as follows:

Chinese.—The teacher should guide the students to express their ideas succinctly in the Chinese language, at the same time, urging them to do extensive reading and creative writing to develop their reasoning power and ability of appreciation.

English.—The number of English words a middle school student is expected to learn should be reduced from 7,000 to 6,000. For practical purposes, a student with a vocabulary of 5,000 to 6,000 English words could do well in class.

Mathematics.—A practical application, such as the drawing of designs, should be stressed in the teaching of geometry in junior middle school. Analytic geometry and algebra for senior middle school students should be simplified, the last semester in middle school being devoted to general review of mathematics.

Physics and Chemistry.—Both teaching and laboratory exercises should be emphasized in these 2 subjects.

Biology and Natural Sciences.—Knowledge of animals, plants, and minerals in their natural environment should be taught and the value of observation and research should be stressed. Obsolete material used in former texts should be eliminated.

Physiology and Hygiene.—The aim here is to impart to the student a practical knowledge of the human body and mind. Information on nutrition and mental hygiene should be included in the text.

History, Geography, and Civics.—A working knowledge of history, economics, government, and the law should be the objective of these courses.

Manual work.—The aim is to help the students acquire some useful skill and to increase their productive ability.

TABLE 4.—Program of studies in the secondary schools

Subject	Hours of instruction per week, by type of school and year					
	Junior middle school			Senior middle school		
	1st year	2d year	3d year	1st year	2d year	3d year
1	2	3	4	5	6	7
Chinese.....	5	5	5	5	5	5
English.....	3	3	4	5	5	5
Civics.....	1	1	1			2
History.....	2	2	2		2	2
Geography.....	1	2	2	2	2	
Mathematics.....	3	3	3	4	4	4
Chemistry.....					5	
Physics.....		4	4			
Biology.....				3		5
Natural science.....	3					
Physiology and hygiene.....		2				
Physical education (for girls).....	2	2	2	2	2 ¹ (2)	2 ¹ (1)
Music.....	2	2	2	1	1	
Arts.....	2	2	1	1	1	
Manual work (home economics for girls).....	2	2 ¹ (1)	1	2 ¹ (2)	1 ¹ (2)	
Electives.....		2 ¹ (2)	4		2	4
Boy Scouts.....	1	1	1			
Total.....	27	33	32	25	30	29

¹ Figures in parentheses stand for semesters.

It would be interesting to compare the changes in the programs of studies in the junior and senior middle school which are in operation today in Taiwan with those which were in effect on the China mainland since 1922. The following tables will be useful for this comparison:

TABLE 5.—Program of studies for the 3-year junior middle school

Subject	Hours a week, by year and semester					
	I		II		III	
	I ¹	II	I	II	I	II
	1	2	3	4	5	6
Chinese.....	6	6	6	6	6	6
English ¹	5	5	5	5	5	5
Mathematics.....	4	4	5	5	5	5
Natural science:						
Botany.....	2	2				
Zoology.....	2	2				
Chemistry.....						
Physics.....			4	3		
History.....	2	2	2	2	4	3
Geography.....	2	2	2	2	2	2
Civics.....	2	2	2	2	2	2
Physical education.....	2	2	2	2	1	1
Hygiene.....	3	3	3	3	3	3
Manual training.....	1	1	1	1	1	1
Drawing.....	2	2	2	2	4	4
Music.....	2	2	2	2	1	1
Total instructional periods a week.....	35	35	35	34	35	34
Number of supervised study periods a week.....	13	13	13	14	13	14

¹ In communities in which Mongolians, Moslems, or Tibetans formed majority groups, the study of their respective languages was required along with English and Chinese.

TABLE 6.—Program of studies for the 3-year senior middle school

Subject	Hours a week, by year and semester					
	I		II		III	
	I	II	I	II	I	II
	1	2	3	4	5	6
Chinese.....	5	5	5	5	5	5
English ¹	5	5	5	5	5	5
Mathematics.....	4	4	3	3	4	2
Chemistry.....			7	6		
Biology.....	5	5				
Physics.....						
Ethics.....					6	6
Civics.....	2	2	2	2	2	2
Physical education.....	2	2	2	2	2	2
Hygiene.....						
Art education.....						
Chinese history.....	3	3	3	3		
Chinese geography.....	4	2	2			
World history.....	2	2	2			
World geography.....				2	2	2
Drawing.....	1	1	2	2	2	2
Music.....	1	1	1	1	1	1
Total instructional periods a week.....	34	34	34	33	31	31
Number of supervised study periods a week, including field trips.....	26	26	26	27	29	29

¹ In communities in which Mongolians, Moslems, or Tibetans formed majority groups, the study of their respective languages was required along with English and Chinese.

A readjustment in the curricula of the senior and junior middle schools was made in the school year starting August 1952. The revised program for the senior middle school includes military training, production training and service, and civic training, while that for the junior middle school is production training and service and civic training. In line with the general mobilization of the country, military training was first revived in normal school in 1951, and by law, it became effective in 1953, requiring students in the middle schools and colleges to take military training.

Besides the experiment in changing the number of years required for junior and senior middle schools, the Ministry is also experimenting with the readjustment of the curriculum to suit the changed schedule. The curriculum for the first 4 years, that is to say, junior middle school, is more or less the same as that of the first 4 years of the existing system except that the number of hours for Chinese and English has been increased to 5 hours weekly. See tables 7 and 8. The curriculum of the last 2 years, however, emphasizes the possibility that the student may pursue higher studies after he leaves school. Table 7 shows the weekly number of hours of instruction of these two groups:

TABLE 7.—Curriculum of last 2 years of middle school under experimental program

Subject	Number of hours of instruction per week, by group and year			
	Liberal arts group		Science group	
	1st year	2d year	1st year	2d year
1	2	3	4	5
Chinese.....	7	7	5	5
English.....	10	10	6	6
History of Chinese literature.....	2	2		
Mathematics.....	3	3	6	6
Modern Chinese history.....	3			
Modern Western history.....		3		
Humanistics geography.....		2		
General review of Chinese geography.....	2			
Music.....	1	1	1	1
Physical education.....	2	2	2	2
Physical geography.....				2
Chemistry.....			6	
Physics.....				6
Biology.....			4	
Mechanical drawing.....				2
Total per week.....	30	30	30	30

The 4-year system is planned for students who cannot afford to pursue higher studies after they have left school. Thus the program of studies is so readjusted as to meet their requirements. The curriculum for the first 2 years is similar to that of the existing system. A number of elective courses are available in the last 2 years so that a student may follow any course which will have bearing on his future profession or trade.

TABLE 8.—*Weekly number of hours of instruction in the 4-year system*

Subject	Number of hours of instruction per week, by year			
	1st year	2d year	3d year	4th year
1	2	3	4	5
Civics.....	2	2	2	2
Chinese.....	6	6	5	5
English.....	4	4	4	4
Mathematics.....	4	4	4	4
History.....	2	2	2	2
Geography.....	2	2	2	2
Biology.....	3			
Physiology and hygiene.....		2		
Physics.....				4
Chemistry.....			4	
Arts.....	2	2		
Music.....	2	2	1	1
Manual work.....	2	2		
Physical education.....	2	2	1	1
Boy Scouts.....	1	1		
Educational and vocational guidance.....		(1)		
Elective.....			8	10
Total.....	32	31	33	35

Vocational Education

The law on vocational schools was promulgated in 1932 and since then regulations have been revised from time to time. Like the secondary or middle schools, vocational schools are divided into two grades, junior vocational school and senior vocational school, each requiring 3 years. Like the secondary or middle and primary schools, junior vocational schools are established by the county or "hsien" and towns, while senior vocational schools are established by the Provincial or municipal government. Any county or town with the required facilities may petition the Provincial Department of Education for permission to establish a senior vocational school.

Entrance to junior vocational school requires graduation from elementary schools or those of equal standing at the age of 12 to 18. For the senior vocational schools there are two kinds of age limits. The 3-year program admits graduates of the junior middle school or its equivalence at the age of 15 to 22, while those with 5- or 6-year courses admit graduates of the elementary schools or its equivalence at the age of 12 to 20.

While the secondary or middle schools and vocational schools seem to be alike in certain respects, there is some difference in the organization of the program of studies between the ordinary vocational schools and the middle schools. In the junior vocational schools and senior vocational schools, the programs are two separate entities, with no relation to each other. The junior vocational school is to acquaint youth with simple knowledge and skill in order to develop their abilities in the common occupations. The senior vocational school is to train them in more advanced knowledge and skill. Therefore the graduates of the junior vocational schools are normally very young and limited in training, and it is difficult for them to find proper employment. It was for this reason that in 1951, the Department of Education of Taiwan Provincial Government ordered by way of experimentation, the Ilan Agricultural Vocational School to give a 6-year course; the Industrial Vocational School, attached to the Taiwan Engineering College, to give a 5-year course; and the Taichung Municipal Home Economics Vocational School to give a 4-year course. Table 9 shows the development of vocational schools during the last few years.

TABLE 9.—*Development of vocational schools, 1949-53*

Year	Schools	Number of— Classes	Students
1	2	3	4
1949.....	77	799	31,729
1950.....	77	864	33,155
1951.....	77	876	34,437
1952.....	77	951	40,257
1953.....	81	1,049	45,801

Program of Studies in the Vocational Schools

Instruction in vocational schools covers from 40 to 48 hours each week, which are divided according to the scale of 30 percent for vocational subjects, 20 percent for general subjects, and the remaining 50 percent for practical work. The percentage in the distribution of school hours, however, is not obligatory and mainly depends upon the nature of the school. Since May 1952, the program of studies has been revised and table 10 shows the latest program of studies in the vocational schools. In the curriculum, vocational education has been closely integrated with general education and is intended to give the students the technical knowledge they need as well as to develop their character. In addition to agricultural, industrial, commercial, and other technical subjects, emphasis is also being laid on fishery, printing, spinning, weaving, and home economics.

TABLE 10.—*Program of studies in vocational school*

Subject	Hours of instruction per week, by type of school and year					
	Junior vocational school			Advanced vocational school		
	1st year	2d year	3d year	1st year	2d year	3d year
1	2	3	4	5	6	7
Weekly meeting.....	1	1	1	1	1	1
Three People's Principles.....				2		
Civics.....	1	1	1		1	1
Chinese.....	5	5	5	3	3	3
English.....	3	3	3	3	3	3
Mathematics.....	3	3	3	3	3	3
History.....	3	2				
Geography.....	3	2				
Physical education.....	1	1	1	1	1	1
Music.....	1	1	1	1	1	1
Military training.....				4	4	4
Productive training and services.....	2	2	2	2	2	2
Civic training.....	1	1	1	1	1	1
Boy Scouts.....	1	1	1			
Technical courses and practices.....	8-11	10-13	14-19	12-16	14-17	14-17
Total.....	33-36	33-36	33-36	33-37	34-37	34-37

Teacher Education

The law on normal schools and regulations governing teacher education were issued in 1933, and since then there have been several revisions. The entrance requirement is graduation from junior middle school, and the course of study covers 3 years. In order to meet the needs of supplying teachers the special course admitting senior middle school graduates or senior vocational school graduates and covering 1 year may also be established under the law. Certain local districts were allowed to establish short-course normal schools covering a period of 4 years and admitting primary school graduates.

All the teacher-training institutions are controlled and supported by the Government, and it is a field in which private organizations and individuals may not enter. Provincial, municipal, or district normal schools are supported by the respective authorities. The teacher-training institutions provide free board and room for the students. Generally the number of students for each grade in normal school is limited to from 25 to 50. Students must serve a certain legal period after graduation.

Program of Studies

Curricula and standards of subjects for teaching in the different kinds of normal schools, which are revised from time to time, are issued from the Ministry of Education. Table 11 shows the latest program of studies as prescribed for the normal schools. The curricula of other types of normal schools or classes include such additional sub-

jects as are required in each case; for instance, agricultural economics, introduction to hydraulics, etc., in rural schools; and kindergarten subjects in the kindergarten teacher-training classes. The curriculum in the normal schools has been revised twice since the Government's removal to Taiwan, once in June 1950, and again in May 1952.

TABLE 11.—*Curriculum of typical normal school as prescribed by the Ministry of Education*

Subject	Number of hours of instruction per week, by year		
	1st year	2d year	3d year
1	2	3	4
Weekly meeting.....	1	1	1
Three People's Principles.....	2		
Civics.....		¹ (2)	¹ (2)
Chinese.....	5	5	4
Mathematics.....	3	3	
History.....	2	2	
Geography.....	2	2	
Biology.....	3		
Chemistry.....		3	
Physics.....			3
Principles of education.....	3		
History of education.....			2
Educational administration.....			3
Methods of teaching.....		2	2
Educational psychology.....		¹ (4)	
Tests and statistics.....		¹ (4)	
Field practice.....		2	7
Physical education.....	2	2	2
Arts.....	2	1	1
Manual work.....	2	1	1
Music.....	2	1	1
Productive training and service.....	2	2	3
Military training.....	4	4	¹ (4)
Civic training.....	1	1	1
Elective courses.....	2	2	2
Total.....	28	44	38

¹ Figures in parentheses stand for term courses.

The Taiwan Teachers College.—This institution was founded in 1946, and is the only one in Taiwan devoted almost entirely to the training of secondary school teachers. The institution consists of 11 departments: Education, Chinese, English, History and Geography, Mathematics, Physics and Chemistry, Natural History, Physical Education, Music, Fine Arts, and Industrial Education. A department of Home Economics has been added recently. The faculty includes a number of eminent scholars who were compelled to leave the mainland in the past. The nature of the college is similar to the Peking Normal University and the Normal College of Nanking on the mainland prior to 1949.

Admission to the college is conditional upon graduation from a public senior middle school or private senior middle school recognized by the Government and passing the entrance examination. Accord-

ing to the regulations of the Ministry of Education, a student is required to study for 5 years before he graduates. The first 4 years are to be spent in the college and the fifth year will be assigned by the Government to a middle school as a trainee. Those who have successfully completed the practical training period are considered as graduates of this college.

Each academic year is divided into 2 terms of 18 weeks each. The summer vacation lasts about 11 weeks, and the winter vacation takes up approximately 4 weeks.

A minimum of 142 credits is required for graduation from this college, but a 4-year residence is also required of every graduate. As a rule, the student received 1 credit for 1 hour's attendance weekly. Generally, each student is required to obtain 19 credits each term, but there is considerable flexibility in this matter. As a rule, students are not allowed to participate in the general examinations until they have completed all the required courses, have acquired a sufficient number of credits, and have successfully passed the Chinese proficiency test.

The following are the general required courses: San Min Chu-I (The Three Peoples' Principles), Chinese, English, Chinese General History, Western General History, Logic, Introduction to Philosophy, Education, Educational Psychology, Methods of Training, Pedagogy of Special Subjects, Teaching Practice, Thesis.

The Department of Education of the College offers the following required courses: Sociology, General Biology, Ethics, General Psychology, Secondary Education, Educational Statistics, History of Western Education, Developmental Psychology, Educational and Mental Testing, History of Chinese Education, Educational Administration, the Principles and Practice of Discipline, Philosophy of Education, Comparative Education.

In the Department of Chinese, the following required courses are offered: Introduction to Chinese Classics, Methods of Literary Scholarship, Chinese Calligraphy, Mandarin and Standard Pronunciation, Selected Prose and Practice in Writing, Chinese Etymology, History of Chinese Literature, Chinese Grammar, Chinese Phonology, Literary Criticism, Selected Lyrics and Songs, Rhetoric, Semantics, Practical Writing, History of Chinese Philosophy, Selected Readings of Chinese Classics, Selected Poems, and Practice in Writing.

TABLE 12.—Required courses of study with credits in various departments of Taiwan Teachers College

Courses, by department	Credit	Courses, by department	Credit
1	2	1	2
DEPARTMENT OF EDUCATION		DEPARTMENT OF HISTORY AND GEOGRAPHY—Continued	
Sociology.....	3	Geography of Europe.....	4
General biology.....	3	Geography of North America.....	2
Ethics.....	3	Geography of southern continents.....	2
General psychology.....	6	Geomorphology.....	4
Secondary education.....	6	Climatology.....	4
Educational statistics.....	4	Human geography.....	3
History of Western education.....	4	Political geography.....	2
Developmental psychology.....	4		
Educational and mental testing.....	4	Total.....	79
History of Chinese education.....	4	DEPARTMENT OF MATHEMATICS	
Educational administration.....	4	Algebra.....	6
The principles and practice of discipline.....	3	Advanced trigonometry.....	3
Philosophy of education.....	4	Advanced geometry.....	3
Comparative education.....	4	Plane and solid analytical geometry.....	6
Total.....	56	General physics.....	10
DEPARTMENT OF CHINESE		Differential and integral calculus.....	10
Introduction to Chinese classics.....	4	Projective geometry.....	3
Methods of literary scholarships.....	4	Elementary theory of numbers.....	3
Chinese calligraphy.....	6	Advanced calculus.....	10
Mandarin and standard pronunciation.....	0	Advanced analytical geometry.....	6
Selected prose and practice in writing.....	6	Higher algebra.....	6
Chinese etymology.....	6	Theoretical mechanics.....	6
History of Chinese literature.....	8	Probability.....	3
Chinese grammar.....	4	Primary statistics.....	3
Chinese phonology.....	4	Introduction to social sciences.....	4
Literary criticism.....	4		
Selected lyrics and songs.....	4	Total.....	84
Rhetoric.....	3	DEPARTMENT OF PHYSICS AND CHEMISTRY	
Semantics.....	4	General chemistry.....	10
Practical writing.....	4	General physics.....	10
History of Chinese philosophy.....	6	Differential and integral calculus.....	8
Selected readings of Chinese classics.....	24	Analytical chemistry.....	4
Selected poems and practice in writing.....	6	Organic chemistry.....	10
Total.....	91	Mechanics.....	6
DEPARTMENT OF ENGLISH		Electromagnetism.....	6
Sophomore English.....	6	Optics.....	6
Junior English.....	4	Heat.....	6
Senior English.....	4	Acoustics.....	2
English grammar and composition.....	6	Advanced calculus.....	4
English phonetics.....	4	Physical chemistry.....	10
Oral English.....	8	Industrial chemistry.....	6
English rhetoric and composition.....	4	Modern physics.....	8
Phonetic drill.....	2		
History of English literature.....	6	Total.....	96
English novel.....	6	DEPARTMENT OF NATURAL HISTORY	
English composition.....	8	General biology.....	6
English drama.....	6	General chemistry.....	6
English poetry.....	6	Organic chemistry.....	6
Social science.....	3	Invertebrate zoology.....	6
Study of teaching materials.....	4	Plant status.....	3
Total.....	77	Comparative anatomy.....	6
DEPARTMENT OF HISTORY AND GEOGRAPHY		Plant anatomy.....	3
Theory of history.....	4	Geology.....	6
Ancient history of China.....	4	All botany.....	6
Medieval history of China.....	4	Entomology.....	3
Modern history of China.....	6	Animal histology.....	3
Ancient history of Western world.....	3	Vertebrate zoology.....	6
Medieval history of Western world.....	3	Animal physiology.....	6
Modern history of Western world.....	6	Plant physiology.....	6
History of Asia.....	4	Plant taxonomy.....	6
General geography.....	4	Mineralogy.....	4
General geography of China.....	3	Applied human physiology.....	4
Regional geography of China.....	3	Cytology and genetics.....	4
Geography of Asia.....	4	Hygiene.....	3
		Total.....	92

TABLE 12.—*Required courses of study with credits in various departments of Taiwan Teachers College—Continued*

Courses, by department	Credit	Courses, by department	Credit
1	2	1	2
DEPARTMENT OF PHYSICAL EDUCATION		DEPARTMENT OF MUSIC	
Principles of physical education.....	4	Vocal.....	20
Human anatomy.....	4	Piano.....	20
Human physiology.....	6	Radiment.....	2
Hygiene.....	4	Harmony.....	4
Administration of physical education.....	4	Counterpoint.....	4
Boy Scout education.....	6	Advanced harmony.....	4
Recreative method in athletic education.....	6	Music form.....	2
Massage and corrective gymnastics.....	2	Form and composition.....	4
Tests and statistics of physical education.....	2	Musical instruments.....	2
Introduction to physical education.....	2	History of music.....	4
History of physical education.....	2	Sight singing and ear-training.....	16
Natural science.....	3	Musical appreciation.....	2
Construction and equipment of physical education.....	1-2	Conducting.....	2
Music.....	6-8	Total.....	88
Gymnastic play.....	2-3	DEPARTMENT OF INDUSTRIAL EDUCATION	
Rhythmic activities.....	8-9	Vocational education.....	4
Stunts.....	3-6	Sociology.....	2
Athletics.....	6-6	Economics.....	2
Ball games.....	6-6	Differential and integral calculus.....	6
Aquatic games.....	6-6	General physics.....	6
Self-defense activities.....	1-2	General chemistry.....	6
Total.....	94	Descriptive geometry.....	2
DEPARTMENT OF FINE ARTS		Engineering drawing.....	6
Introduction to art.....	2	Mechanics.....	4
Perspective.....	2	Shop practice.....	4
Color painting.....	2	Applied mechanics.....	3
Design.....	6	Engineering materials.....	3
Esthetics.....	1	Heat engines.....	3
Poetry and songs.....	1	Industrial management.....	4
Anatomy.....	2	Electrical engineering.....	3
Art education.....	2	Strength of materials.....	3
History of art.....	2	Total.....	64
Sketch.....	22		
Water color painting.....	10		
Oil painting.....	6		
Chinese painting.....	12		
Mechanical drawing.....	2		
Chinese calligraphy.....	2		
Total.....	74		

1 Girls and boys.

Administration of Education

The Ministry of Education.—The highest authority of educational administration in Taiwan is the Ministry of Education, 1 of the 8 ministries under the Executive Yuan (the Cabinet) of the National Government of China. The Minister of Education is appointed by order of the president through the recommendation of the President of the Executive Yuan (the Premier).

The Ministry of Education is headed by the Minister of Education who, in turn, is assisted by two vice ministers (see chart 2), one secretary general, two secretaries, two councilors, four inspectors, and the Department of Higher Education; Department of Primary and Secondary Education; Department of Social Education and General Affairs; the Bureau of International Cultural and Educational Affairs;

the auditing office; the personnel office; and 3 committees: (1) Guide to Schooling and Employment for Mainland Youth; (2) Extension of Social Education; and (3) Selection of Compilation and Editing Personnel.

The Ministry of Education exercises general supervision over education in the entire country. In the case of elementary and secondary schools, the Ministry exercises its powers in policy making, the compilation of textbooks, and personnel administration. It also contributes funds to support elementary and secondary schools. The Minister of Education recommends measures to the Government, and issues ministerial rules and regulations to put these measures into effect.

Provincial and district administration of education.—Local educational authorities are two: The Provincial Commissioner of Education and the Chief of the Bureau of Education in the district and municipality. The Commissioner of Education is a member of the Provincial government, is appointed by the National Government, and is under the control of the Minister of Education. Generally he is more than a link between the local government and the Central Government, and within the frame of law he can do a great deal by his position and initiative. Every county or hsiang, the geographical and administrative unit under the province, and every municipality has a Bureau of

CHART 2

Organization of Ministry of Education in Taiwan, 1955

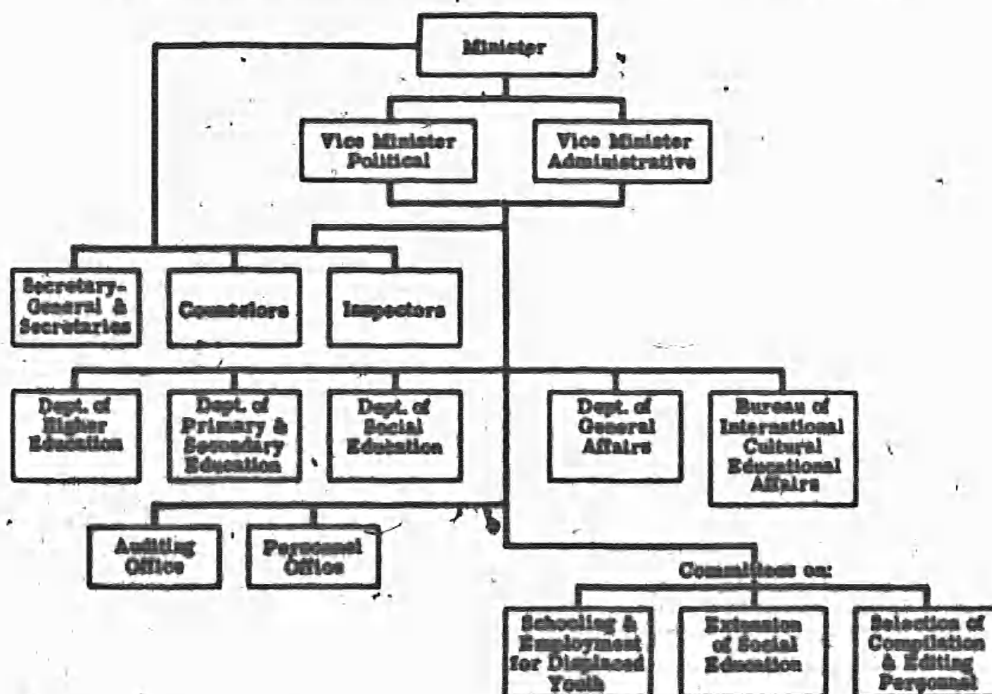
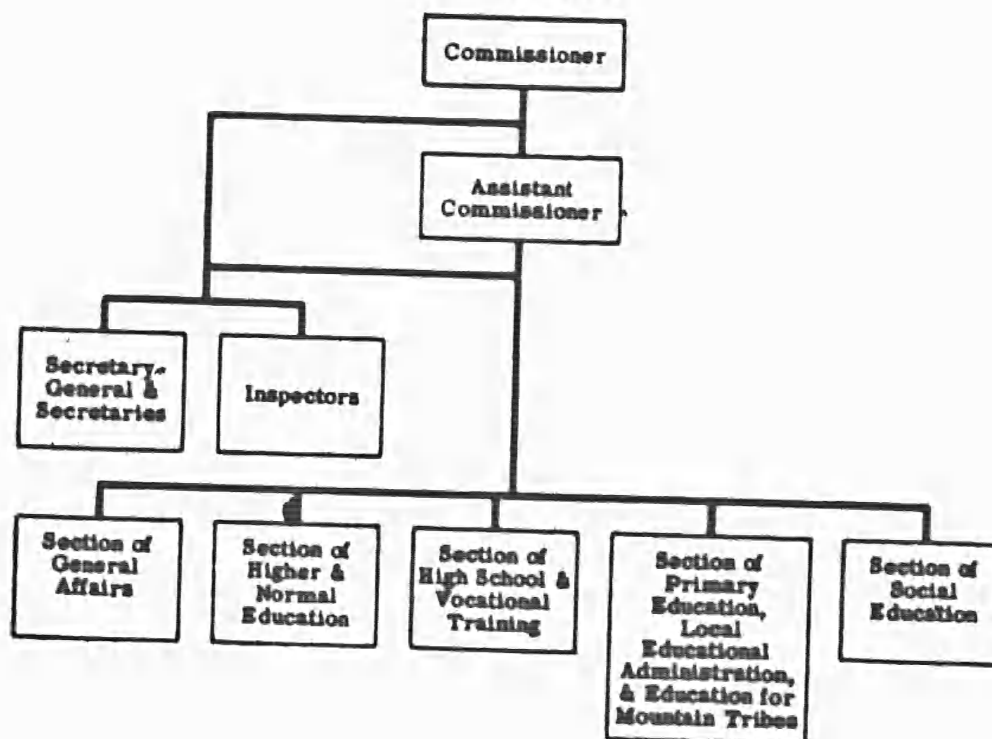


CHART 3

Organization of Department of Education, Provincial Government of Taiwan, 1955



Education which in turn is responsible to the Commissioner of Education.

The Department of Education in the Taiwan Provincial Government is composed of one commissioner, one assistant commissioner, one secretary general, several secretaries, a number of inspectors, for each of the following 5 sections: (1) General Affairs; (2) Higher Education and Normal Education; (3) Secondary Education; (4) Primary Education, Local Education Administration and Education of Mountain Tribes; and (5) Social Education. In each hsien or municipal government, there is a section for education (see chart 3).

The commissioner is responsible for the administration of all grades of schools in the province, libraries, museums, public athletic grounds, and other educational affairs.

Government.—Taiwan is administered as a province of the Republic of China. It has a provincial assembly, and is administratively divided into 5 municipalities and 16 counties, each having a legislative council of its own. All local legislative and administrative officials, including mayors and magistrates, are popularly elected.

The provincial assembly is composed of one member each elected from the 21 municipalities and counties and one additional member for every 150,000 people in excess of the population of 150,000 of a

municipality or county. The term of their tenure under the new law is 3 years. On April 18, and May 2, 1954, a total of 57 provincial assembly members, including 6 women and 3 aborigines, were elected to succeed the first group of 55 members whose terms had expired. On the average, 75 percent of the qualified voters cast their ballots. Fifty-six of 57 members of the provincial assembly and more than 96 percent of the members of the local legislative councils are natives of Formosa.

Provincial Government.—The following brief description of the organization of the Provincial Government should be helpful. The Taiwan Provincial Government is the highest administrative organization for the Province of Taiwan under which there are a number of departments, bureaus, and boards. The Provincial Government administers all the civil affairs within the boundaries of the province in accordance with the Constitution and the laws and orders of the National Government. It has the power to issue such ordinances and regulations as are necessary for the administration of its affairs so long as they do not conflict with the laws of the National Government. However, ordinances and regulations affecting the people's tax burden or concerning the rights and obligations of the people must first be presented to the Provincial Assembly for discussion and decision.

The Taiwan Provincial Council is composed of 21 members appointed by the National Government, with the Governor as chairman. Sixteen of the present council members are Chinese nationals born in Taiwan.

Higher Education

The organization and administration of the higher institutions of learning in China are largely regulated by the Law on University Organization of July 26, 1929, promulgated by the National Government and the rules on University Administration issued by the Ministry of Education on August 14, 1929. These laws with their amendments are the basic laws governing higher education in China. By law a university must consist of at least three colleges, otherwise it is known as an independent college, which may have two faculties.

Eight kinds of colleges are prescribed by law namely: arts, science, law, education, agriculture, technology, commerce, and medicine. Law further requires that, of the three constituent colleges of a university, at least one should be a college of science, agriculture, technology, or medicine. This provision ensures a balanced composition of the university. With the exception of the medical colleges, nearly all of the other colleges require 4 academic years or 8 semesters of 16 to 18 weeks per semester, with 132 credits (1 hour per week equals 1



A new dormitory housing 520 students was opened on the National Taiwan University campus last spring. Each room accommodates eight students.

credit) for a college degree of B. A. or B. S. Higher education is divided into three categories as follows: (a) those which have a graduate school aiming at advanced scientific studies; (b) those which stress professional and technical education; and (c) those whose main purpose is to train teachers.

There are now 7 provincial colleges, 2 national universities and 1 private university on the island. The National Taiwan University has 6 colleges, namely: Liberal Arts, Science, Law, Agriculture, Engineering, and Medicine, with 29 departments. This is the only institution on Formosa which offers graduate work in the following departments: Department of History, Chinese, Philosophy, Agricultural Chemistry, Plant Pathology, and Entomology.

The National Political University includes: the Institute of Civic Education, the Institute of Public Administration, the Institute of International Relations, and the Institute of Journalism. These institutes which are graduate schools were created during the academic year 1954-55. Steps are being taken to revive other universities which formerly existed on the China mainland, such as Soochow University of Shanghai. The Ministry of Education is also considering the possibility of establishing a separate college for overseas Chinese students.

The 7 provincial colleges include an independent teachers college; College of Agriculture and Engineering; Junior Colleges of Industry;

Taipei Institute of Technology; Institute of Public Administration and Training School of Public Administration.

Overseas Chinese Cultural and Educational Conference.—At the beginning of September, this year, there was held at Taipei the Overseas Chinese Cultural and Educational Conference. More than 200 delegates representing Chinese communities abroad attended. President Chiang Kai-shek and other leaders of the Government addressed the Conference.

The main purpose of the Conference was to coordinate the cultural and educational policy of the Chinese communities in different countries. Recently there has been some conflict between Chinese schools and local government authorities, such as those in Thailand, the Philippines, and Singapore. It is the hope of the Chinese Government that Chinese schools can be maintained so long as they are not in violation of any laws of the countries in which they are located.

In this connection, a Senior Middle School will be established this fall in Taipei solely for the purpose of accommodating Chinese students abroad. The necessity for such a school is due to the fact that most of the students will be deficient in the Chinese language, and it will be difficult for them to keep pace with other students in the existing schools. Anyway, all the schools in Taiwan are crowded. The class will start in September. It is expected that more than 500 students from Hongkong, the Philippines, Indochina and other nearby countries will enroll in this new school.



New classroom buildings on Taiwan University's main campus.

The fact that the question of overseas Chinese education is important is because of the fact that 13,483,380 Chinese live overseas in areas all over the world. They are located on all the continents of the world, although the number of Chinese residents varies greatly from country to country. There is only one Chinese in Iraq, while there are 3,690,000 in Thailand.

The Overseas Chinese Affairs Commission recently released the following statistics of Chinese residents abroad: 244,289 in the Americas with 117,629 living in the United States; 11,640 in Europe, France leading with 2,700; and 13,195,010 in Asia. The Commission also reported that there are 2,338 Chinese schools operating in foreign lands, including 2,231 in Asia, 55 in the Americas, 2 in Europe, 11 in Oceania and 39 in Africa.

Program of studies.—In February 1947, at a conference called by the Ministry of Education in Nanking on the China mainland, the following resolutions were adopted as guiding principles to be observed in making up the curriculum for higher education:

1. Required courses which are not closely related to the nation's education policy should be either omitted or made elective.
2. A thesis should be required of all graduating students except those majoring in philosophy, history, and education.
3. "Three People's Principles" and ethics are courses which all students should be required to take.
4. Students of liberal arts and law should take at least one science course.
5. The general history of China should no longer be a required course for science students, but in its stead, a second foreign language should be required.

The standardization of the college program, in fact, had been started by the Chinese Government in 1938. Before that time, there were no standard curricula. Each college selected its subjects and curricula. Certain private colleges in Shanghai were mostly "diploma mills." Anyone who could pay the tuition fees could buy a college diploma in 4 years. In fact, it was because of these conditions that the Ministry of Education began to standardize college curricula, particularly with respect to minimum requirements. Unfortunately, this minimum soon came to include most courses, and students enjoyed very little choice of electives. In this revision, the minimum requirements have been reduced to about 100 credits (that is to say, history: 100-116; physics: 9-114; sociology: 87-101; forestry: 103-114; mechanical engineering: 109-115; public administration: 104-105; and education: 95). The remaining credits are reserved for elective courses. The college curricula in Taiwan are prescribed by the Ministry of Education.

Although only one university (National Taiwan University) is under the direct control of the Ministry of Education, the provincial

colleges also follow the 1938 revision. Elective courses have been added in excess of the minimum requirements of the Ministry. In Taiwan, the Ministry of Education did not prepare the standard curricula for the junior colleges, but their curricula, when submitted to the ministry for approval, proved to be essentially a reproduction of the standardized curricula except for the elimination of several requirements in the freshman year.

National Taiwan University.—After V-J Day, the National Taiwan University was established by the Ministry of Education by incorporating into it the former Japanese Taipei Imperial University, which then consisted of 4 colleges, namely: Science, Agriculture, Commerce, and Engineering; the former Taiwan Provincial College of Law and Commerce, and the former forestry grounds belonging to the Imperial University of Tokyo. The National Taiwan University consists of the following colleges, departments, and research institutes:

College of Liberal Arts has 5 departments: Chinese literature, foreign literature, history, philosophy, archeology and anthropology, and 2 research institutes of history and philosophy.

College of Science has 7 departments: mathematics, physics, chemistry, zoology, botany, geology, psychology, and the research institute of botany.

College of Medicine has a hospital and advanced nursing school and 2 research institutes: pathology and public health.

College of Engineering has 4 departments: Chemical Engineering, Civil Engineering, Mechanical Engineering, and Electrical Engineering, and the Research Institute of Electrical Engineering.

College of Agriculture has 8 departments: plant parasitology, agricultural chemistry, horticulture, forestry, animal husbandry, and veterinary medicine, and 2 research institutes, namely: agricultural chemistry and plant parasitology. It has, in addition, 1 experimental forest and 3 experimental farms—farming, horticulture, and animal husbandry.

College of Law has 4 departments: law, political science, economics, and business administration.

Beginning with the academic year 1953-54, two new departments will be established in the College of Medicine, the Department of Dentistry, which offers a 6-year course, and a department of pharmacy, which offers a 4-year course.

The College of Medicine requires 7 years to graduate. All of the other 5 colleges offer 4-year courses in undergraduate studies, upon completion of which, a "bachelor's" degree is granted. The research institutes offer a "master's" degree to students after completion of 2 years of required studies and a graduating thesis.

In the spring semester of 1953, the Ministry of Education reported the total enrollment as being 3,597, of whom 3,586 were under graduates and 11 graduates.

Liberal arts.—The only college of Liberal Arts in Taiwan is at the National University of Taiwan, and it has 5 departments: Chinese, history, philosophy, anthropology, and foreign languages. There are 634 students (reported 1952-53) in this college, but more than 70 percent of them are specializing in foreign languages. For almost all this means specialization in English, plus 6 to 12 credits of French or Spanish. The department offers 14 courses (84 credits of English) toward this specialization in English, plus 6 to 12 credits of French or Spanish. The titles of some of the English courses are: English prose, English phonetics, history of English literature, English poetry, works of great Western authors, drama, American literature, practical English, and Shakespeare. The following table is given as an example of a program of study in a department such as English.

TABLE 13.—Curriculum of English Department

Subject	Year	Credits
<i>Required Courses</i>		
English prose.....	2d.....	10
History of English literature.....	2d.....	6
English phonetics.....	2d.....	4
Fiction.....	3d.....	4
English poetry.....	3d.....	6
Works of great Western authors.....	3d or 4th.....	10
Drama.....	4th.....	4
History of Chinese literature.....	2d.....	6
History of Western philosophy.....	2d.....	6
Argumentation and debating.....	2d.....	2
Second foreign language.....	2d, 3d, or 4th.....	6 to 12
<i>Electives</i>		
Modern literature.....	2d, 3d, or 4th.....	6
American literature.....	2d, 3d, or 4th.....	6
Practical English.....	2d, 3d, or 4th.....	4
Shakespeare.....	2d, 3d, or 4th.....	6
English literature of the 19th century.....	2d, 3d, or 4th.....	4
Methods and materials for English teaching.....	4th.....	4
Spanish or Russian.....	3d.....	6

Program of studies in the College of Science.—Courses offered in the College of Science compare closely, so far as titles are concerned, with science courses in an American institution. The differences are in the direction of greater specialization and a larger list of requirements. For instance, a student specializing in physics is required to take (1) a minimum of 43 hours of required courses in the first 2 years, including Chinese history, Chinese, English, sociology, economics, and a second science; (2) at least 56 hours of required civics and mathematics courses, including the usual courses in the special field. Applied electronics, modern physics, calculus, and differential equations. A course in general chemistry is also required; (3) electives to make a total of at least 132 hours at graduation selected from such courses as Vector analysis, kinetic theory of gases, quantum mechanics, and relativity. Courses in German, meteorology, and methods of teaching physics are also possibilities.

TABLE 14.—*Program of Studies in the Physics Department*

Subject	Year	Credits
<i>Required</i>		
General physics with laboratory	1st	8
Theoretic mechanics	2d	6 to 8
Electricity and magnetism with laboratory	2d	8
Heat with laboratory	3d	7
Optics with laboratory	3d	8
Applied electricity with laboratory	3d	4 to 8
Modern physics with laboratory	4th	6 to 8
Calculus	1st	6 to 4
Differential equations	2d	3
General chemistry with laboratory	1st	8
<i>Elective</i>		
Vector analysis	2d	3

All college graduates are now required to join the Reserve Officers Training Corps.

Provincial Institutions of Higher Learning

Provincial Teachers College of Taipei.—The Provincial Teachers College of Taipei has an enrollment of 1,609 reported in the fall semester of 1952. This particular institution consists of 11 departments: General education, Chinese, English, history and geography, mathematics, physics and chemistry, biology, physical education, arts, music, and industrial education. At the present time, preparations are underway to open 3 new departments: agricultural education, home economics, and Boy Scouting.

Provincial College of Taiwan.—This institution has 6 departments: mechanical, electrical, chemical, civil, architectural, and electronic engineering. As reported in the fall semester of 1952, the college had 263 faculty members and 1,038 students.

Provincial Agricultural College of Taiwan.—This college has 6 departments: agronomy, forestry, plant pathology and insect control, agricultural chemistry, rural economy, and horticulture. The 1952 enrollment of this institution was 886, of whom 775 were males and 111 female students.

The Provincial Junior College of Local Administration.—This college, which was established in 1949, provides a 2-year course in 4 subjects: General administration, public finance, land economics, and educational administration. According to the ministry's report in 1952, the college had 1,066 students.

Provincial Junior College of Engineering.—This institution is located in Taipei, and provides a 5-year course for graduates from junior middle schools and junior vocational schools. The college is divided into 5 departments: electrical engineering, chemical engineering, civil engineering, mining and meteorology, and mechanical engineering. According to the report of 1952, the total enrollment of the college was 970, of whom 22 were girls.

The Taiwan Provincial Institute of Public Administration.—This institution was founded in 1949 by order to the Taiwan Provincial Government. The school is open to "refugee" students from the mainland of China as well as to graduates of local senior middle schools.

The Institute has five departments: Civil Affairs, Finance, Accounting and Statistics, Land Administration, Social Work. Each of these departments has a curriculum on a 2-year basis, leading to a diploma awarded by the Institute with the approval of the Ministry of Education.

The curriculum of the department of Civil Affairs consists of the following subjects: The Three People's Principles (San-Min Chu-I), Chinese, General History of China, English, Local Administration, Constitutional Law, Introduction to Civil Law, Political Science, Principles of Economics, Study of Administration, and Statistics. These subjects are taught during the first year. The following courses are offered during the second year: Introduction to Civil Law, Administrative Law, Introduction to Criminal Law, Public Finance, Census Administration, International Law, History of Political Thought, Rural Economy and Cooperation, Land Problems and Policies, Sociology and Social Problems, Organization and Training of the People, and Administrative Practice.

The Department of Public Finance offers the following 2-year curriculum: *First Year*, The Three People's Principles (San-Min Chu-I), Chinese, General History of China, English, Rural Economy and Cooperation, Constitutional Law, Introduction to Civil Law, Principles of Economics, Agricultural Credit, Land Administration, Land Tax, Land Problems and Policies, Rural Sociology, Farmers' Organization and Cooperation, Land Survey. *Second Year*: Land Administration, Local Administration, Administrative Law, Land Economics, Land System, Land Law, Land Survey, Introduction to Agricultural Science, Land Investigation and Statistics, and City Planning.

The Department of Social Work offers the following 2-year program of studies: *First Year*: The Three People's Principles, Chinese, General History of China, English, Introduction to Civil Law, Principles of Economics, Sociology, Social Problems, Social Investigation and Statistics, Social Work, Introduction to Cooperation, Industrial Management, Field Work. *Second Year*: Social Psychology, Social Administration, Social Insurance, Rural Sociology, Social Relief, Criminal Law, Labor Legislation, Child Welfare, Administrative Law, Public Health, Constitutional Law, Local Administration, Field Work.

Tunghai University.—This new institution of higher learning sponsored by the United Board for Christian Education in Asia opened its doors to a first class of 200 students in September 1955. The aims and purposes of the university as stated by its founders are to offer an educational program which would "attempt to meet the needs and aspirations of the Christian community on Formosa in as fresh and imaginative a pattern as possible. - It should lay great stress upon the cultural heritage of its students as it is expressed in the history, philosophy, art, and religion of eastern Asia. * * * Its constant aim should be the training of men and women for unselfish service to their time beginning in Taiwan and reaching to the uttermost parts of the earth."

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